# *Hanna Virtual Solutions*

# 2021-2022
# *Learner / Family Handbook*

# All Remote Access (ARA)
# Synchronous Option
## (Remote Into Classes / Regular Hours)

# Hanna Cyber Academy (HCA)
# Asynchronous Option
## (Self-Paced / Flexible Hours)

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# Introduction

Dear Learners, Parents, and Guardians,

Welcome to Hanna Virtual Solutions. The Susquehanna Township School District (STSD) offers two full-time virtual learning options for learners, Hanna Cyber Academy (HCA) and All Remote Access (ARA).

Mirroring STSD's Vision of "World Class, Every Day, In Every Way," the focus of our Hanna Virtual Solutions program is "Every Way, Every Learner, Every Day." The individual learner is the most important person in any school—traditional, charter, virtual, private, or public. At Hanna Virtual Solutions, we focus on the individual needs, desires, and interests of our learners and families, and we do everything we can to help our learners reach their academic goals. Every learner will have access to both a rigorous, modern curriculum and dedicated, highly qualified teachers.

HCA is a collaborative effort between the Capital Area Online Learning Association (CAOLA) and STSD. HCA's web-based courses meet the increasing demand for high quality learner instruction that incorporates proven online learning practices and next generation software. All courses are taught by either an STSD Teacher of Record or a CAOLA online teacher. Enrolling in HCA means learners will have the opportunity to experience flexible and non-traditional learning options with individualized pacing.

HCA Information:
- Learners remain enrolled in STSD.
- Learners may participate in STSD school events and activities (if they continue to meet STSD requirements for these events and activities).
- The curriculum, aligned to Pennsylvania Common Core Standards, is rigorous, and has an emphasis on 21$^{st}$ century skills.
- Learners will have support from a STSD Virtual Solutions Coordinator and a CAOLA Advisor.
- Academic support and assistance are available from STSD Virtual Support Teachers.
- Special Education learners will be enrolled, and services delivered based upon a recommendation from the IEP Team.
- Attendance is based on completion of assignments.
- Grading is based on assignments, quizzes, exams, and hands-on projects
- Grades are reflected on STSD Report Cards and Susquehanna Township High School (STHS) Transcripts.

ARA is STSD's live virtual learning model. ARA uses Microsoft Teams to live stream in-class teacher-learner instruction to learners at home and in-person. Learners at home can participate in learning during their class time or, if needed, watch the recorded session later. (These recorded sessions are only available for a limited amount of time). All courses are taught by STSD Teachers.

ARA Information:
- Learners remain enrolled in STSD.
- Learners may participate in STSD school events and activities (if they continue to meet STSD requirements for these events and activities).
- Learners log in to *Microsoft Teams* to view and participate in LIVE lessons delivered by

an STSD teacher.
- STSD teachers provide a schedule for learners to follow from home.
- Limited number of recorded lessons and/or online content will be available for viewing at the learner's convenience.
- STSD curriculum is aligned to Pennsylvania Common Core Standards.
- Learners will have support from a STSD Virtual Solutions Coordinator.
- Academic support and assistance are available from STSD Virtual Support Teachers.
- Learners interact online with their peers.
- Special Education learners will be enrolled, and services delivered based upon a recommendation from the IEP Team.
- Attendance and grading are based on STSD policy.
- Grades are reflected on STSD Report Cards and STHS Transcripts.

***<u>Note</u>: The district reserves the right to require a learner to return to in-person learning at any time if they are not successful in one of our virtual models.***

This handbook was developed to provide you with an overview of our two virtual learning options, our support systems, and important policies and procedures. It is important for you to remember that you have selected a program that is part of a public school and therefore must comply with all state and federal regulations. The handbook will also provide you with clear guidelines on both your responsibilities and the school's responsibilities. Upon completion of either virtual solution, learners will receive a STHS Diploma.

We look forward to working with you this school year. Our commitment is to support learner success and we are dedicated to achieving that goal together. If you have questions, we are here to help. Please do not hesitate to contact our school administrators below with any concerns you may have.

Sincerely –

Hanna Virtual Solutions Team


**Susquehanna Township School District Administrators:**

Dr. Tamara Willis (Superintendent)                             twillis@hannasd.org

Dr. Richard Kaskey (Assistant Superintendent)                 rkaskey@hannasd.org

Mr. Pat Raugh (Supervisor of Data & Curriculum)              praugh@hannasd.org

Mrs. Carrie Martin (Director of Student Services)            cmartin@hannasd.org

Dr. Nicole Smith (High School Principal)                     nsmith@hannasd.org

Mrs. Kristi Prime (Middle School Principal)                  kprime@hannasd.org

Mrs. Jacqueline Wapinsky (Elementary School Principal)       jwapinsky@hannasd.org

Mr. Andrae Martin (Primary School Principal)                 amartin@hannasd.org

**STSD Building Phone Numbers:**

| | |
|---|---|
| Susquehanna Township Administrative Building | 717-657-5100 |
| Susquehanna Township High School | 717-657-5117 |
| Susquehanna Township Middle School | 717-657-5125 |
| Thomas W. Holtzman Elementary School | 717-657-5158 |
| Sara Lindemuth / Anna Carter Primary School | 717-657-5122 |

**STSD School Counselors:**

| | |
|---|---|
| Mrs. Andrea Irvin (High School) - Last Names (A-G) | airwin@hannasd.org |
| Miss Kaila Mitchell (High School) - Last Names (H-O) | kmitchell@hannasd.org |
| Miss Margaret Simons (High School) - Last Names (P-Z) | msimons@hannasd.org |
| Mrs. Denise Short (Middle School) - Last Names (L-Z) | dshort@hannasd.org |
| Mr. Patrick Leister (Middle School) - Last Names (A-K) | pleister@hannasd.org |
| Mrs. Robin Harris (Elementary School) | rharris@hannasd.org |
| Mrs. Jill Debroisse (Primary School) | jdebroisse@hannasd.org |

**Hanna Virtual Solutions Points of Contact:**

| | |
|---|---|
| Mrs. Nicole Nokovich (CAOLA Advisor) <br> 717-732-8400 ext. 8133 | nnokovich@hannasd.org |
| **TBD** (Virtual Solutions Coordinator / Attendance Officer) <br> 717-657-5117 ext. 43700 | **TBD** |
| Mr. Keith Edmonds (High School Point Principal) | kedmonds@hannasd.org |
| Ms. Melissa Floyd (Middle School Point Principal) | mfloyd@hannasd.org |
| **TBD** (Thomas Holtzman Point Principal) | **TBD** |
| Ms. Amanda Pressley (Sara Lindemuth Point Principal) | apressley@hannasd.org |

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**Hanna Virtual Solutions Mission Statement**

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STSD will increase and extend learning options to learners through the continued development of a comprehensive, flexible, learner-centered learning solution which effectively utilizes the latest technologies and research-based instructional strategies.

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**Susquehanna Township School District Mission Statement**

The success of every learner.

**Susquehanna Township School District Vision Statement**

World Class. Every Day. In Every Way.

# Hanna Virtual Solutions Information

**Learner Readiness: Do you have what it takes to succeed?**

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Leaners choosing to participate in a virtual learning option should first examine their personal skills and aptitudes for taking online coursework.

The following attributes will greatly contribute to a learner's success:

**Self-Motivation and Independence** - Learners who can direct their own learning environment, fulfill course requirements, and achieve individual academic success. A synchronous environment (i.e., ARA) places a great deal of ownership and responsibility learners to login when required and complete assignments before a deadline. An asynchronous environment (i.e., HCA) provides learners the opportunity to learn at their own pace. However, while learners work at their own pace, each course is designed to be completed within a time frame and each learner is expected to complete their coursework within that defined time frame.

**Personal Commitment** - Learners must have a strong desire to learn and achieve knowledge and skills via virtual courses. Making a commitment to learn in this manner is a very personal decision and requires a strong commitment to participate to achieve academic success.

**Committed Learning Coach** - Acting as Learning Coaches, parents manage the home classroom—motivating and monitoring learners as they complete assignments and progress through the curriculum. The role evolves as learners mature and Learning Coaches adjust their involvement, considering the learner's grade level, individual needs, and level of independence. In the elementary years, the Learning Coach plays a substantial day-to-day role facilitating instruction. In the middle school and high school years, the Learning Coach becomes more of a mentor and guide as the learner becomes increasingly responsible for his/her studies.

**Effective Communication Skills** - Learners must use email and other electronic mediums to communicate with their peers as well as the instructors. The ability to write and speak clearly to communicate ideas and assignments is very important to learner success as well as the means to inform instructors of any concerns or problems.

**Time Management** - The key is to have good time management skills and exercise self-discipline to ensure enough time to study and complete all assignments.

**Basic Technical Skills** - Although it is not necessary to have advanced computer skills, learners should possess a working knowledge of email, the Internet, basic keyboarding skills, Microsoft Office suite, and Microsoft Teams.

## Attendance

Pennsylvania State Law requires parents/guardians to be responsible for ensuring their learner attends school. All learners, including those taking online courses, are expected to follow the STSD school year calendar. Learners who do not fulfill legally mandated attendance requirements will be considered truant; they and/or their legal guardians will be subject to local truancy laws and regulations. CLICK HERE for a full copy of STSD Board Policy #204.

Parents must notify the Building Attendance Secretary of any absences and submit the STSD Absence Excuse Submission Online Form.

Building Attendance Secretary Contact Information
- Anna Gray (STHS)          717-657-5117          hsattendance@hannasd.org
- Enighenja Okengo (STMS)  717-657-5125          msattendance@hannasd.org
- Krystol Rucker (TWH)       717-657-5158          thattendance@hannasd.org
- Ajahnae Sanks (SL/AC)     717-657-5122          slattendance@hannasd.org

### *Excused Absences*

STSD recognizes that circumstances can occur that will keep a learner from completing daily lessons, participating in LIVE sessions, and/or signing into the system. These types of absences are considered excused absences and should fall into one of the categories below. Learners are expected to work with their CAOLA Advisor, Teacher, or Online Learning Facilitator to make up any missed work.

**Absence due to illness, health condition, family emergency.** The parent or legal guardian is expected to notify the Building Attendance Secretary prior to the absence unless the situation does not provide such opportunity. A doctor's note must be provided if the learner misses three consecutive days due to illness.

**Participation in school approved activity.** To be granted an excused absence the activity must be authorized by the building administration. The affected Teacher or Online Learning Facilitator shall be notified prior to the event.

**Parental request for temporary absence.** Upon parental request the Virtual Solutions Coordinator and/or Building Principal may temporarily excuse a learner for agreed reasons. The request should be submitted in writing in advance and should state the reason and duration of the absence. An absence may not be approved if it is deemed to be detrimental to the learner's academic progress.

**Disciplinary actions.** Absences due to temporary suspensions are deemed excused for attendance record keeping.

### *Unexcused / Unlawful Absences*

Any absence that does not fall into an excused absence category or is not documented will be

considered an unexcused/unlawful absence. Parents should monitor their child's attendance via the Campus Parent Portal. Three (3) or more unexcused/unlawful absences occurring in a month will require a conference with the parent, learner, Virtual Solutions Coordinator and/or Building Principal. At that time, an action plan will be determined to ensure learner success. If a learner has ten (10) or more consecutive unexcused absences, they will be *removed from the virtual learning solution and returned to in-person learning.*

## Technology and Technical Support

### *Technical Support*

Technical Support will be provided to online learners for the device (laptop or I-Pad) and class access. Technical Support cannot and will not be provided for personal devices.

Learners will use their district assigned device.

Learners who do not have internet access at home, may request an internet hotspot device from the Virtual Solutions Coordinator – the device may only be used for course work purposes. The family will be responsible for paying for any lost or permanently damaged hotspots.

All use of the provided technology and services must adhere to STSD's Acceptable Use Policy (#815). CLICK HERE for a full copy of STSD Board Policy #815.

All use of the Internet and computer technology must be related to or in support of the educational goals of the learner. Use of the Internet and computer technology for any illegal or non-educational activity, including but not limited to profit purposes, lobbying, gambling, advertising, transmitting offensive materials, hate mail, discriminating remarks, obtaining, or housing obscene or pornographic material, is forbidden.

Use of program technology or the Internet for fraudulent or illegal copying, communication, taking or modification of material in violation of all applicable laws is prohibited. Such action or the illegal use of copyrighted software is prohibited and will be referred to law enforcement.

Learners, parents, and/or any third parties not participating in the cyber program are forbidden from installing any software or additional hardware on the provided computers, nor shall anyone remove installed software or hardware from that computer. Such software shall not be loaned, given, or otherwise used on any other computer.

The school reserves the right to deny a learner's access to equipment and/or Internet reimbursement to prevent further unauthorized activity. Learners denied such access must return any issued equipment.

Learners will report all computer-related issues that they are having with the to the STSD Technology Help Desk by emailing support@hannasd.org

Support Personnel will attempt to respond to technical issues within 24 hours, or the next school day.

### *Device Set Up (Computer or i-Pad)*

Technical support staff will be available to assist the learner/parent with activation of the

computer system.

The learner/parent should report any malfunction of computer hardware as soon as possible.

The staff will discuss the specifics with the learner/parent to determine if the problem is hardware specific or software related and will determine a plan of action.

*Lost / Damaged Property*

The learner/parent must notify the school within three (3) days of the occurrence or discovery of any theft, damage, destruction, or other loss of any school-owned computer equipment. The learner/parent may be responsible for any costs associated with repairing or replacing lost, stolen, or damaged equipment while in the learner's possession.

Families/learners are financially responsible for their equipment. In most circumstances where there has been loss or damage, parents will file a claim with their homeowner's insurance carrier. The school will assist with this process by submitting all information related to cost and value of the equipment. The family/learner must immediately forward copies of the police report, fire report, insurance claim, and any other applicable reports to the Virtual Solutions Coordinator who will then forward the information to the appropriate personnel.

Replacement Equipment must be arranged by contacting the Virtual Solutions Coordinator. STSD will arrange for replacement equipment only after:

- Copies of all applicable reports and claims have been received.
- Appropriate arrangements have been made by the learner/family to compensate the school for the loss.
- The family/learner signs a revised agreement that reflects the issuance of new equipment.
- The damaged equipment is returned, if applicable.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of learner education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the learner when he or she reaches the age of 18 or attends a school beyond the high school level. Learners to whom the rights have transferred are "eligible learners."

STSD follows the FERPA act and requires that any request for academic records be made to the school of residence where all academic records will be maintained. The local school of residence can assist with questions pertaining to FERPA and learners enrolled in the online learning program.

## Learner School Records

A cumulative file will be maintained for the learner while enrolled in HCA or ARA. This record shall contain only verified information of educational importance and may be used only for the benefit, promotion, or welfare of the learner. All material in each learner's file shall be

confidential and access thereto strictly limited to personnel at the local school, CAOLA, and parents/guardians.

## Special Education Services

STSD is required under the Individuals with Disabilities Act (IDEA) to ensure educational services to learners with disabilities. Learners with Individualized Education Plans (IEP) or 504 plans will be accommodated within the courseware. Parents who believe their child is eligible for special education should contact the STSD for further assistance. STSD will work with the parent and learner to ensure proper procedures are followed with appropriate results. Communication between the CAOLA Advisor, School Counselor, Teacher, Online Learning Facilitator, and/or Virtual Solutions Coordinator will ensure the learner receives the proper modifications outlined in the IEP or 504 plans.

## Grading Policies and/or Procedures

Learners are assessed on a multitude of criteria such as assessments, quizzes, essays, tests, and project-based learning activities. Learners have immediate and continuous access to grades by logging into the system. Grades for assessments and tests will be posted within three (3) days from the date they were submitted. STSD will calculate the learner's Grade Point Average (GPA) and/or class rank, issue progress reports, and distribute report cards.

Learners are permitted to make up missed assignments without grade penalty due to excused absences. The School Counselor and/or Virtual Solutions Coordinator will closely monitor learner make up days and communicate with online teachers and/or learning facilitators. An incomplete grade may be given on the quarterly report card if the learner's make up days overlap with a quarter end date. Necessary stakeholders will be notified of incompletes for semester grades and there may be a conference with the learner and parent.

## Testing Policies and/or Procedures

### Mandated Testing

Federally required state assessments must be administered in person. Therefore, online learners are required to be in school for assessments such as the Pennsylvania System of School Assessment (PSSA) for grades 3-8 and the Keystone Exams for grades 9-12. Learners will communicate with the School Counselor and/or Building Principal on the date and time they are expected to arrive at their local school.

### Proctored Exams

Learners may be required to take some proctored exams on-site at their respective school building. The learner will work with the School Counselor and/or Virtual Solutions Coordinator to arrange when and where the exam is to take place.

### Advanced Placement Exams

Learners wishing to take Advanced Placement (AP) exams must work with their School Counselor to determine date, time, and location. The cost of AP exams is the responsibility of the learner.

*Scholastic Aptitude Test (SAT)*

Learners wishing to take SAT exams must contact their School Counselor to determine date, time, and location.

## Extracurricular Eligibility – Athletics, Clubs, Events, & Organizations

Learners wishing to participate in STSD extracurricular activities will need to express interest to School Counselor, Athletic Director, Virtual Solutions Coordinator, and/or Building Principal. In turn, the staff member will give the learner the appropriate details of the extracurricular activity including academic restrictions. STSD has the authority to enforce academic probation on any learner that is participating in an extracurricular activity. Staff members will work with learners, parents, and coaches/directors to assist learners that are in danger of academic probation.

## Field Trips and Social Activities

Learners are encouraged to participate in school sponsored activities. Learners must comply with all STSD policies and not be on disciplinary action. Learners wishing to attend field trips or social activities must notify the School Counselor and/or Virtual Solutions Coordinator. Once arrangements and permission are granted, learners will notify their teacher and/or online learning facilitator of their excused absence. Learners are responsible for completing missed work during the field trip or social activity.

Learners should remember that they are still representing STSD and therefore should dress appropriately. STSD dress code policy will be enforced, and any learner found in violation of the dress code policy will not be allowed to participate in the field trip or social activity. Learners should also be aware that when they attend a STSD function, they should always conduct themselves in an appropriate manner as their conduct is a direct reflection on themselves, their families, and their school.

Driving to Field trips: Determined on a case-by-case basis when applicable.

## Health Screening/ Immunization

For information pertaining to requirements for Immunizations, Physical Examinations, and Dental Examinations, please CLICK HERE to visit the STSD Nursing Department Chair's home page on our website.

Mrs. Jennifer Halfond, RNC BSN CSN
Certified School Nurse
717-657-5117 Option 3
jhalfond@hannasd.org

STSD offers various health screenings to our learners. Information will be sent by building nurses specifying when these free screenings will be made available. Learners are encouraged to participate in these screenings. Most communication will be via email and the online learning message system.

All learners are required by state law to update and maintain their immunizations. Failure to do so will result in suspension from all services until all necessary records are updated.

## Academic Integrity Policy

It is expected that all work submitted for the purpose of meeting online course requirements represents the original efforts of the individual learner. This includes, but is not limited to, exams, homework, course assignments, and the original creation of essays, compositions, term papers, and scientific research. All work submitted by a learner should be a true reflection of his or her own effort and ability. If such is not the case, then the learner has demonstrated unacceptable academic behavior and is subject to disciplinary action. Administrators, faculty, CAOLA Advisors, learners, and families are all important contributors to the upholding of academic integrity in the online learning community.

Cheating, plagiarism, and unauthorized materials/devices fall under STSD's Academic Integrity Policy (#243). The full copy of Board Policy #243 can be accessed by clicking on this LINK or by going to STSD's website at www.hannasd.org. Cheating and plagiarism compromise the educational integrity of the school district's educational programs. All work submitted as part of course requirements must be the original work of the learner. STSD's faculty and administration believe that enforcing rules against learner cheating and academic dishonesty will enhance the validity of the educational program for every learner.

As the Internet becomes increasingly more accessible and sophisticated, the incidents of plagiarism in submitted learner papers and projects have increased. Many institutions of higher learning (post-high school education) penalize plagiarism with learner expulsion. Repeated infractions of cheating, plagiarism, and unauthorized use of materials/devices may result in the learner being removed from HCA or ARA.

## STSD Code of Conduct

STSD expects learners enrolled in online learning to follow the local code of conduct policies. The district will not tolerate any actions from learners, parents, staff, or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the online learning program or the school itself.

School administration will use their professional judgment in determining which disciplinary action will be most effective in dealing with the learner's misconduct. Learner's age, maturity, nature of infraction, and previous record are a few of the circumstances that will be taken into consideration when disciplining.

The following infractions of the code of conduct may result in disciplinary action and removal from the online program:
- Bullying, which is a form of harassment and is defined as repeated intimidation of others by real or threatened infliction of physical, verbal, written, electronically transmitted, or emotional abuse, or through attacks on property of another. Bullying may include but is not limited to name calling, verbal taunts, extortion of money or possessions, and exclusion from peer groups.
- Cheating, acting dishonestly, copying, or using someone else's work.
- Fighting - participating in physical contact with one or more learners, faculty, or staff.
- Harassment or profane/obscene language or gestures towards learners/staff/others.
- Hazing, which is defined as any intentional, knowing, or reckless act meant to induce pain, embarrassment, humiliation, or deprivation of rights, or which creates physical or mental discomfort and is directed against a learner with the purpose of being initiated

into, affiliated with, holding office in, or maintaining membership in any organization, program, or club.
- Insubordination, not accepting directions, refusing to cooperate with school staff and other agents.
- Possession and/or use of drugs, alcohol, tobacco, or mood-altering substances at school related events or on school property.
- Possession and/or use of weapons on school property or school related events.
- Theft - taking property of another without right or permission
- Vandalism - purposeful destruction of misuse of STSD property.
- Violating the Acceptable Use Policy
- Violating the Academic Integrity Policy.
- Wrongful conduct, defined as any action or inaction not specifically referenced in the listing above that impedes, obstructs, interferes, or violates the mission of STSD.

In addition to the above outlined "Code of Conduct", all learners enrolled in HCA are expected to adhere to the STSD Student Success Manual and the Parent / Student Handbook.

# STSD Acceptable Use Policy

The school's information technology resources, including email and Internet access, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources. Learners must:

- Communicate only in ways that are kind and respectful.
- Not buy, sell, advertise, or otherwise conduct business unless approved as a school project.
- Not destroy or damage data, networks, or other resources that do not belong to them.
- Not distribute confidential information about others or themselves.
- Not infringe on copyrights (no making illegal copies of music, games, or movies).
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct.
- Not plagiarize.
- Not send spam, chain letters, or other mass unsolicited mailings.
- Not use the resources to further criminal acts or violate the school's code of conduct.
- Not view, use, or copy passwords, data, or networks to which they are not authorized.
- Observe all network security practices, as posted.
- Report security risks or violations to the CAOLA Advisor, School Counselor, Teacher, Online Learning Facilitator, Virtual Solutions Coordinator, Building Principal, and/or network administrator.
- Report threatening or discomforting materials to the CAOLA Advisor, School Counselor, Teacher, Online Learning Facilitator, Virtual Solutions Coordinator, Building Principal, and/or network administrator.
- Respect and practice the principles of communication.
- Respect and protect: (a) the integrity, availability, and security of all electronic resources, (b) the intellectual property of others, and (c) the privacy of others.
- Use only assigned accounts.

Learners may, if in accord with the policy above:
- Design and post web pages and other material from school resources.
- Use direct communications, such as online chat or instant messaging, with permission from the Virtual Solutions Coordinator and/or network administrator.
- Install or download software, if also in conformity with laws and licenses, and under the supervision of the Virtual Solutions Coordinator and/or network administrator.

Consequences for Violation
- Violations of these rules may result in disciplinary action, including the loss of a learner's privileges to use the school's information technology resources.

**We have read and understand both the Academic Integrity / Plagiarism Policy and the Acceptable Use Policy. We agree to abide by these rules.**


—————————————————————————     ———————————————————
               **Learner Signature**                             **Date**


—————————————————————————     ———————————————————
       **Parent/Guardian Signature**                          **Date**

# ARA Specific Information

ARA learner's attendance is based on logging into the <u>LIVE</u> remote sessions (instruction) as well as demonstrating engagement in assigned activities.

ARA learners are required to have their cameras on for virtual instruction to ensure engagement and attendance. Learners will be marked absent if their cameras are not on.

Ways of logging into the <u>LIVE</u> remote sessions:
- Logging into a Microsoft Teams meeting.
- Participation in virtual "office hours" offered by the teacher and/or online learning facilitator.

Ways of demonstrating engagement in assigned activities:
- Participating in the chat feature of Microsoft Teams meeting.
- Asking questions and/or responding to teacher questions during the assigned learning activity.
- Submission of a learning artifact during/upon completion of a learning activity (i.e., assigned classwork, exit ticket, video, audio recording, etc.)

**Parent/Guardian Responsibilities**

Parents/Guardians of online learners have a unique opportunity and responsibility to participate in the education of their children. Parents are expected to:

- Sign the STSD Academic Integrity Policy and Acceptable Use Policy.
- Notify the Building Attendance Secretary of any absences and submit the <u>STSD Absence Excuse Submission Online Form</u>.
- Supervise child's education at home - age appropriate.
- Provide a physical environment conducive to child's educational needs.
- Talk with their child about the specific requirements of taking virtual courses.
- Attend the virtual solutions orientation for parents and children.
- Get the information needed to log in to monitor child's progress.
- Attend any information sessions offered by the school district.
- Log in at least weekly to monitor child's progress.
- Assist child in complying with all school district rules, policies, and procedures.
- Assist child in the submission of all forms, applications, and documentation to the school in a timely manner.
- Instruct child on the correct procedure for logging in to record class attendance.
- Maintain regular contact with the school by telephone and email.
- Monitor child's computer use to assure that computer equipment and software are used for educational purposes and in accordance with school district policy.
- Work with child and the Teacher, Online Facilitator, School Counselor, Virtual Solutions Coordinator, and/or Building Principal to ensure successful completion of the curriculum within the allowable timeframe.
- Assure that all work submitted by child was completed solely by that child.
- Notify the school immediately of any change in child's contact information or academic

status.

- Provide child with transportation as needed to participate in standardized testing or other in-school activities.
- Return all instructional materials and equipment to the school as requested by the Virtual Solutions Coordinator and/or Building Principal.

## Learner Responsibilities

Learners pursuing a virtual education have expectations and policies that must be followed:

- Sign the STSD Academic Integrity Policy and Acceptable Use Policy.
- Follow the school district calendar.
- Login to complete required lessons, tasks, and assessments.
- Agree to and follow all policies outlined in this handbook.
- Contact the Teacher and/or Online Learning Facilitator with any questions or problems while taking the course.
- Contact the Virtual Solutions Coordinator when ready for proctored exam(s), if required by district policy.
- Notify Teacher and/or Online Learning Facilitator of any planned excused absences.
- Use appropriate language, common sense, and proper grammar when sending electronic communications.
- Utilize your school district and/or program's email.
- Not use any other learner's login or password.

## Academic Support and Placement

Learners will work with their School Counselor and parent/guardian to determine proper placement in courses. Leaners will be placed at the appropriate level taking into consideration previous grades, courses taken, earned credit, academic performance, assessment tests, and graduation requirements.

Leaners will be able to seek assistance from STSD Virtual Support Teachers. Virtual Support Teacher office hours are posted on the STSD Website. These teachers will be available online to help you with any questions you have about the material you are learning. Office hours may be either during the school day and/or outside regular school hours on different days of the week. If none of the times work for your child, I am sure the teacher will try to accommodate you at a different time if necessary.

Learners are required to attend all state and school mandated assessments.

Learners and parents have continual access to learner grades online. STSD will issue progress reports, report cards, and high school diplomas.

## Continuing Eligibility

Continuing in the ARA program will be based on learner progress, grades, and attendance. ARA learner's attendance is based on logging into the LIVE remote sessions (instruction) as well as demonstrating engagement in assigned activities.

Learners taking courses virtually are subject to STSD policies, procedures, and rules applicable to learners enrolled in traditional AIS in-person courses including, but not limited to, the

district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying, cyberbullying, etc.

STSD reserves the right to require a learner to return to AIS in-person learning at any time if they are not successful in one of our virtual models (ARA or HCA).

## Changing Learning Models

Learners who choose to enroll in ARA course(s) make a commitment to remaining in the program for at least one whole marking period (9 weeks). If a learner and/or their family wishes to move to AIS in-person learning or HCA, permission from the Building Principal and Virtual Solutions Coordinator is required.

*Note:* If a learner and/or their family is granted permission to move to the HCA learning model, the change may occur only at the beginning of the next marking period.

## Dropping a Course

It is highly recommended to consult with the Teacher, School Counselor, Online Learning Facilitator, Virtual Solutions Coordinator, and/or School Administrator before dropping a class or making a schedule change. **Please note that schedule changes will NOT be made based on teacher preference or lunch preference.** Course change requests made via telephone, voice mail, or e-mail will only be accepted during the summer. Learners can drop a class or make a schedule change until the completion of the first six-day cycle of the first and second semester.

## Technology and Technical Support

The STSD technology department will provide support for issues relating to functionality of district-issued devices and STSD learner accounts (including email). The STSD Technology Help Desk can be reached by emailing support@hannasd.org.

Support Personnel will attempt to respond to technical issues within one business day.

## Grading

Skills-Based (Grade K-2) Grading System

Sara Lindemuth / Anna Carter Primary School (SL/AC) currently uses an academic performance level rubric to report skill mastery.

0 = Not Applicable
1 = Consistently demonstrates
2 = Sometimes demonstrates
3 = Does not demonstrate
4 = Skill Grade Comment

Skills-Based & Traditional (Grade 3-5) Grading System

Thomas W. Holtzman Elementary School (TWH) currently uses both an academic performance level rubric to report skill mastery and a 100-point system of evaluation with 60% as the lowest passing grade.

| 0 = Not Applicable | 90% to 100% = A |
| 1 = Consistently demonstrates | 80% to 89% = B |
| 2 = Sometimes demonstrates | 70% to 79% = C |
| 3 = Does not demonstrate | 60% - 69% = D |
| 4 = Skill Grade Comment | 0% to 59% = F |

Traditional Secondary (Grade 6-12) Grading System

STSD Secondary Schools use a 100-point system of evaluation with 60% as the lowest passing grade.

90% to 100% = A
80% to 89% = B
70% to 79% = C
60% - 69% = D
0% to 59% = F

Mass Customized Learning (MCL) Feedback System

Beginning in 2021-2022, many STSD schools and/or grade levels are going to change to an MCL Feedback System. STHS, TWH, and SL/AC will undertake pilot experiences while STMS will be fully integrated into the new system. We constantly strive to better meet learner needs and this customization model is intended to do just that. If your learner is a part of one of these pilot learning experiences, traditional grades will not be used.

Each course consists of learning targets arranged in a logical order of acquisition - each learning target will have an indicator to assess the growth and performance of your learner:

- W = Instruction is currently taking place in this target and your learner is WORKING on it.
- P = Your learner has already submitted evidence of proficiency in that target.
- NY = Your learner needs prerequisite skills to achieve proficiency and they have been moved to the correct area of the learning continuum to attain those skills.

The following are overall indicators for a course and your most important measure of your child's performance.

- ON PACE = Indicating your learner is meeting learning targets at a proficient level and at a rate that means the course they are in will be completed in an expected time frame.
- BEHIND PACE = Indicating your learner is not meeting learning targets at a proficient level and/or at a rate that means the course they are in will be completed in an expected time frame.
- AHEAD OF PACE = Indicating your learner is meeting learning targets at a proficient level and at a rate that means the course they are in will be completed earlier than the expected time frame.

# HCA Specific Information

## Attendance

State Law requires parents/legal guardians to be responsible for the school attendance of their learner(s). All learners, including those taking online courses, will follow the STSD school year calendar. Full-time HCA learners must complete a minimum number of assignments (depending on course load) each week, following a Monday - Sunday schedule. Assignments are any graded activity including assessments, activities, discussions, journals, projects, etc.

The CAOLA Advisor will provide learners with an individualized pacing guide to help them stay on-pace with course assignments. Learners who do not complete their minimum number of weekly assignments will be marked absent in proportion to the number of incomplete assignments that week.

Learners should contact their CAOLA Advisor immediately if they will fall short of completing the minimum number of lessons. Learners who do not fulfill legally mandated attendance requirements will be considered truant; they and/or their legal guardians will be subject to local truancy laws and regulations.

Learners who accrue six (6) or more unexcused absences in one marking period will meet with building-level staff and the CAOLA Advisor to discuss continued eligibility in the HCA program or a possible move to a different learning model that will better promote learner success.

Any log in issues or concerns regarding progress in online courses should be communicated to the CAOLA Advisor immediately to avoid attendance issues and to ensure a rapid response.

Absences due to illness, family emergency, or other qualifying reasons must be reported to the Building Attendance Secretary and accompanied with proper documentation to be excused.

## Parent/Guardian Responsibilities

- Directly supervise the education of learner(s) at home while serving as the Learning Coach or arrange for another responsible adult to serve as Learning Coach.
- Review Learning Coach descriptors at https://learningcoach.accelerate.education/ and follow all applicable recommendations.
- Provide a physical environment conducive to studying and learning.
- Attend the HCA orientation and other informational sessions as necessary.
- Regularly check email for correspondence for CAOLA Advisor and online teachers.
- Update CAOLA Advisor on any changes to email address.
- Maintain regular contact with the school by telephone and/or email.
- Notify the Building Attendance Secretary of any absences and submit the STSD Absence Excuse Submission Online Form.
- Log in weekly to monitor learner's progress with the login credentials provided during orientation.
- Sign and enforce the Academic Integrity Policy, Acceptable Use Policy, and Learner Contract.
- Monitor learner computer use and ensure compliance with all rules, policies, and procedures of Hanna Cyber Academy.

- Assist the learner(s) in the submission of all forms, applications, and documentation to the school in a timely manner.
- Ensure successful completion of the curriculum within the allowable time frame.
- Return all equipment to the school as requested by the learner's Advisor, Virtual Solutions Coordinator, and/or Building Principal.

## Learner Responsibilities

- Take ownership in the learning process and strive for excellence in all courses.
- Follow pacing guidelines outlined by the CAOLA Advisor, completing a minimum number of lessons and assignments each week.
- Attend weekly or biweekly meetings with the CAOLA Advisor (to be determined after the start of school year or marking period).
- Check STSD learner email daily and respond when necessary.
- Notify Teacher and/or Online Learning Facilitator of any planned excused absences.
- Sign and follow the Academic Integrity Policy, Acceptable Use Policy, and Learner Contract, along with all other policies outlined in this handbook.
- Contact the CAOLA Advisor or teacher(s) with any questions or problems.

## Placement

School Counselors, Building Principal, and the Hanna Virtual Solutions team will work with learners and families to determine the learning option best suited for learner success. The school will place the learner at the appropriate course level, taking into consideration previous grades, courses taken, earned credit, academic performance, assessments, and graduation requirements.

## Supports

All courses will have an online teacher who will grade and monitor the learner's progress and, if necessary, will work with the learner to help them master lesson objectives. These teachers will provide office hours and a means to contact them.

Each learner will be able to seek assistance from online, on-demand tutors who are qualified STSD teachers. Tutors will be available to assist all grade levels and subject areas.

The CAOLA Advisor will help monitor the learner's progress and coordinate assistance, if necessary. The CAOLA Advisor will work closely with School Counselors and Building Principal to monitor learner progress and grades. Support for learners who fall behind in grades or assignment completion will incorporate a multi-tiered approach:

- Tier One - Learners will be required to attend weekly meetings with their Advisor. These meetings may be virtual or AIS in-person, based on the judgement of the HCA Team.

- Tier Two - After two weeks of weekly meetings with the CAOLA Advisor with little to no improvement in pacing and/or grades, learner and parents/guardians will be required to attend a meeting with the HCA Team, Building Principal, and school counselor to discuss progress, grades and develop an action plan.

- Tier Three - After several weeks of working with the CAOLA Advisor and School Counselor with little to no improvement in pacing and/or grades, learner and parents/guardians must meet with the Virtual Solutions Point Principal to discuss moving

to a different learning option.

## Continuing Eligibility

Learners must complete a minimum number of assignments (to be set by CAOLA Advisor and/or Virtual Learning Coordinator) during the **ten (10) day** "Grace Drop" period to remain in HCA for the remainder of the marking period. If a learner does not make adequate progress during this initial "Grace Drop" period, the school reserves the right to return the learner to AIS in-person or ARA learning.

Grades and/or progress will be evaluated at the end of each marking period. Learners must finish each course with a final grade of 70% or above in all core classes to remain in HCA. For semester (half-year) courses, learners must have at least 50% of coursework finished with an average of 70% or better by the halfway point.

Learners taking courses virtually are subject to STSD policies, procedures, and rules applicable to learners enrolled in traditional AIS in-person courses including, but not limited to, the district's discipline code and prohibitions on academic dishonesty, discrimination, harassment, bullying, cyberbullying, etc.

*Note:* STSD seeks to support students in the best way possible. This includes enrolling them in the learning model best suited for individual success. Students are expected to remain on pace and maintain passing grades while enrolled in HCA. If a student is not successful in the HCA learning model, STSD reserves the right to switch them back into a more supportive learning model such as AIS or ARA. When a switch is necessary, school officials will contact the parent(s) to schedule a meeting. In the event that parent(s) are non-responsive to meeting requests, officials will send a letter to the mailing address on file detailing the reason for the switch.

## Changing Learning Models

Learners who choose to enroll in any HCA course(s) make a commitment to remaining in the program for at least one whole marking period (9 weeks). If a learner and/or their family wishes to move to a different learning model, they must notify their school counselor at least one week prior to the beginning of the next marking period. Learners have **ten (10)** calendar days to change learning models without incurring a penalty. The two-week window starts from the day the learner enrolled in the course – weekends included.

*Note:* The ability to change learning models may be affected by the uncertainty of the COVID-19 conditions.

## Dropping a Course

Learners have **ten (10)** calendar days to drop an online course without incurring a penalty. The two-week window starts from the day the learner enrolled in the course – weekends included**. STSD may charge a fee for dropping the course after the 10-day window (including weekends) has expired.**

## Technology and Technical Support

The STSD technology department will provide support for issues relating to functionality of

district-issued devices and STSD learner accounts (including email). The STSD Technology Help Desk can be reached by emailing support@hannasd.org.

The CAOLA Advisor and Virtual Solutions Coordinator will provide support for issues relating to CAOLA account and website access, course navigation, course pacing, and assignment submission. They can be reached at caola@hannasd.org.

The CAOLA helpdesk will provide support for issues related to accessing class content. Learners and Parents/Guardians can contact the helpdesk by calling 717-732-8403 Option #3 or emailing caola-support@caiu.org. For this correspondence, please include the learner's name, school district, courses that are affected and any other details that will assist the help desk in resolving the problem.

Support Personnel will attempt to respond to technical issues within one business day.

## **Grading**

Learners are permitted to retake any major test that he or she has failed. The higher score will be recorded in the grade book with the lower score being removed.

## HCA Learner Contract

As a learner enrolled in Hanna Cyber Academy, I agree to the following:

- I will engage in appropriate use of the internet or of STSD devices.
- I will use appropriate language and send appropriate messages.
- Advisors, administrators, and technology staff may access my HCA course activity and STSD email history at any time.
- I will adhere to the following course procedures:
  - Communicate with my teachers and the CAOLA Advisor on a regular basis using acceptable language, proper grammar, and spelling.
  - Maintain academic honesty.
  - Follow STSD's Acceptable Use Policy, and all other rules as specified by the HCA Handbook.
- I will adhere to the HCA Attendance Policy and will complete a minimum number of assignments (specified by my CAOLA Advisor) each week.
- I will follow the tiered supports outlined in this handbook if directed by the CAOLA Advisor or STSD administration based on my grades and progress.
- I will contact my CAOLA Advisor with concerns or requests for assistance.

I will make a commitment to complete all my HCA coursework by the deadline established by the CAOLA Advisor.

If learners do not or cannot abide by the above listed rules, the learner and their parent/guardian will be notified of the infraction. The Hanna Cyber Academy team may convene a meeting to discuss intervention strategies with the learner and parent/guardian. In the event of any severe misconduct, the learner will be removed from the course/program.

**We have read and understand this contract. We agree to abide by the rules, policies, and procedures within.**


_____          _____
                       **Learner Signature**                       **Date**


_____          _____
                **Parent/Guardian Signature**                  **Date**